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ABSTRACT

Issues in preservice preparation of Canadian school administrators, with a focus on the effectiveness of a principal certification course implemented by the Ontario Institute for Studies in Education (OISE), are described. A review of current preservice practices in Canada concludes that traditional programs are issues oriented and lack conceptual frameworks and a clear conception of the school administrator role. An evaluation of the OISE program based on experience and extensive course evaluation data attributes success to outcome-oriented delivery strategies that meet participants' needs, encourage reflection and clarify the administrator role. Nine recommendations based on principles of effective preservice delivery practice advocating a "research-driven" approach are offered. Appendices contain the course syllabus and evaluation. (26 references) (LMI)

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THE PRE-SERVICE PREPARATION OF SCHOOL ADMINISTRATORS: A DESCRIPTION AND ASSESSMENT OF THE OISE PROGRAM

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This paper explores some of the issues and challenges associated with the pre-service preparation of school administrators in the Canadian context. The discussion is based on experiences, as well as extensive course evaluation data, accumulated by Ontario Institute for Studies in Education (OISE) personnel since 1985. In those five years, OISE has designed and delivered more than twenty principal certification courses at eight sites in Ontario and the Northwest Territories. The contextual variables associated with these regions of Canada are sufficiently diverse to permit the generalization of most findings and implications for practice to the more broad North American context.

This paper begins with a review of current pre-service practice in Canada and gives attention to course requirements mandated by governing bodies. A critique of "traditional" programs is then presented and shortcomings of current practice are identified. Following this discussion, the case is made for the "research driven" approach to the business of preparing candidates to become school administrators. As a case in point, the OISE pre-service program which has been delivered at multiple Canadian sites by the Center for Leadership Development [1] is

described. Particular attention is given to the evolution of the program over the years as a function of course evaluation data, new research findings on administration and leadership, fiscal and demographic factors, increased attention to principles of adult learning and the availability of better quality instructional materials. The paper concludes with some thoughts about anticipated continued evolution in the face of challenges of educational leadership on the horizon.

Pre-Service Administrator Preparation Programs in Canada

The certification of principals is mandatory in only three regions of Canada; New Brunswick, Ontario and, as of 1989, the Northwest Territories. In New Brunswick, prospective principals and vice-principals are expected to have taken, or be willing to take, the Summer School Leadership Training Course. Ontario requires successful completion of a 250 hour program (2 courses plus practicum) for certification prior to appointment to the principalship. Preparation programs in Ontario are delivered by faculties of education at various sites under contract with the Ministry of Education. The Northwest Territories program, begun in 1987, is similar in many respects to Ontario. It is a legislated two part program with practicum components and similar contact time requirements. However, the NWT program is focussed on school leadership applied in a cross-cultural environment and, as in New Brunswick, candidates may become certified after appointment to the position. In other regions of Canada, varying

levels of pre-service training and in-service professional development are available, but they are not legislated nor do they result in government certification.

Requirements for candidate entry into the Ontario program include specialized training and certification in three of the four divisions of the school program (primary, junior, intermediate, senior) as well as partial completion of a Master's level graduate degree. Candidates must also hold an Ontario teaching certificate and possess a minimum of five years teaching experience, two of which must be in Ontario schools. The Northwest Territories (NWT) requires their certification course candidates to hold a valid NWT teaching certificate, to have at least a year of teaching experience in the NWT, and to have the support and recommendation of their regional superintendent for enrollment in the program. At one time applicants to the Ontario courses also required nomination by their district supervisors, but that is no longer the case.

In Ontario, all sites offering a principal certification program must base their curriculum on a common set of Ministry mandated objectives. These objectives are aligned into a two part course experience; Part 1 -- Program Development and Implementation, and Part 2 -- Program Supervision and Evaluation. The objectives are focussed on program management, curriculum development, instructional supervision as well as the evaluation of program and personnel. The Northwest Territories program design, based on a detailed needs assessment process conducted in

1987, is similar in many respects, but focusses particularly on the instructional leadership role of the principal within a cross-cultural setting.

In Ontario there is considerable variation in emphasis among additional objectives and methods of instruction across sites. Some programs, such as the OISE course (see Appendix A) focus on a specific conception of the principal's role (e.g., instructional leader) or a generalized approach to carrying out that role (e.g., school improvement procedures). The University of Western Ontario program is structured by the National Association of Secondary School Principals (NASSP) leadership skills model. Other courses typically take a more traditional thematic, "issues dependent" or participant controlled approach; sometimes termed the "smorgasbord" approach by critics. The Ontario Ministry of Education tolerates and even encourages such variation in approach providing that they are perceived as stemming from legitimate differences in regional contexts and/or sincere efforts to experiment with innovative course designs. In the Northwest Territories the program, originally developed by OISE, is the only one offered to candidates; therefore, variation in additional objectives and methods of instruction is not an issue.

Principal preparation programs in Ontario and the Northwest Territories are typically delivered as two separate courses scheduled during the summer months. As a result, candidates tend to become certified over a two year period. In recent years,

winter courses have been offered in Toronto by two Ontario institutions, OISE and York University. These winter courses operate on weekends and/or evenings between October and April. The in-school practicum project is usually completed between courses during the school year following completion of the Part I program. Summer courses are of two to four weeks in duration. Shorter courses, such as the ten day NWT program, or the three week University of Western Ontario program, are very intensive and require full-time residency. The longer, more relaxed four week format employed by most Ontario faculties usually operates four days per week and may or may not be residential. All Ontario courses, as well as the Northwest Territories courses, make use of a variety of small and large group activities. They also profess a sensitivity to the special needs of the adult learner.

Instructors and presenters in both the Ontario and Northwest Territories programs are typically practicing administrators. Ministry personnel, senior district administrators, trustees, social workers and other professionals often participate as presenters. University faculty play a significant role in the design of these programs and frequently contribute to the implementation of selected components. Ministry or Department of Education personnel also usually perform course monitoring functions.

Weaknesses of Traditional Programs

Leithwood, Stanley, and Montgomery (1984) identified limitations of traditional principal preparation programs. They question the contribution such programs make to principals' school improvement abilities by virtue of the outcomes they strive to achieve:

> Encompassed by this criticism are programs in which such outcomes are not convincingly linked to school improvement; depend primarily on the expressed needs of participants; are entirely "issues dependent," not addressing the principals' role in the issue; and/or do not recognize the scope of the principals' job as a whole. (p. 51)

Courses organized along a thematic or issues approach, or those which allow candidates relative freedom in selecting their learning experiences, are less likely to be founded on a particular image of the role which integrates and brings professional coherence to the various bodies of knowledge, skills and attitudes required. This is an important consideration for course candidates who have little or no administrative experience upon which to rely in the identification and selection of learning experiences. Basing a preparation program on a comprehensive and integrated image of the role allows candidates to move beyond just the mastery of discrete skills. For example, there is little doubt that the development of time management skills is important to school administrators, but aspiring administrators should be able to answer the question, time management to what end?

Another important weakness in many programs is the failure to adequately come to grips with the full scope of the principal's role. Given the constraints of time and place, and the complexity of the principal's role, it is unrealistic to expect any preparation program to fully prepare the aspirant for the position. Presenting and maintaining a balanced program is difficult at the best of times. Some types of activities have traditionally tended to be over-represented in principal preparation courses while others have been ignored or given short shift. For example, knowledge and skills relating to building management functions, information about legislated acts and regulations, and timetabling procedures are usually well represented. This reflects the "rear-view" perspective of many course designs which are based on traditional practices and expectations rather than current needs. Moreover, these traditional curricula are easier to implement than some of the more pro-active, open-ended, higher order skills such as, implementing an entry plan, systematic problem-solving, or developing positive school culture.

A further shortcoming of traditional courses centres on their failure to give consideration to the developmental aspects of the principal's role and particularly the varying stages of readiness manifested by individual candidates. Course candidates vary considerably in prior experience and most preparation programs are not sensitive to such variation. Begley and Campbell-Evans (1990), in their research on factors which influence the socialization of aspiring principals in the

Northwest Territories, have found that individuals enroll in preparation programs for a variety of reasons, with a variety of prior experiences and qualifications, as well as varied expectations for the program. More significantly, course candidates who were surveyed and interviewed in this study, apparently began their preparation programs with vague or varied images of the principal's role.

Course participants, many without previous administrative or leadership experience, cannot be expected to become full-blown school leaders after 250 hours of preparation simply by imitating the actions of group leaders (even exemplary ones), or by learning sets of procedures passed on by instructional staff and presenters. The incorporation of a school-based practicum component as part of the preparation of experience begins to address this shortcoming. However, to be effective, practicums must be properly supervised or coached and be of sufficient duration and substance to assure significant learning.

Given the constraints of time and place, preparation courses have tended to be focussed on what principals do, or at best, on generalized procedures for carrying out their responsibilities. Little attention has been devoted to encouraging reflection by candidates on why such actions are appropriate, the intent of such actions or the variations in approach necessitated by situational factors. Schon (1983) originally, and Leithwood and Stager (1989) more recently, distinguish between the high and low ground tasks which confront all administrators. High ground

tasks are those activities characterized by a relative clarity of goals and purposes, lend themselves to planning and rational solution preparation, and are often supported by established organizational procedures or readily available procedural advice. Low ground tasks or "swampy" problems, on the other hand, tend to be matters which are unclear, contentious or complex in nature. Rational planning of solutions is usually prevented by urgency or the uniqueness of the problem. These problems are not covered by established procedures.

Most principal preparation courses address a variety of high ground tasks reasonably well (e.g., budgets, interpreting legislation and regulations, timetabling, preparing implementation plans for new programs). However, few of these programs prepare aspiring administrators for the swampy problems which are equally common to school administration (e.g., interpersonal conflict, militant community groups, social and health issues impacting on the school).

Gaines-Robinson and Robinson (1989), in their book on corporate training procedures, identify another class of problems which confound training programs. They describe the "training for activity trap" whereby program designers and implementors are typically held responsible for the "activity" of the program, but not for its results. Accountability in the training sector is restricted to such criteria as the number of programs offered, the number of participants enrolled, and the relative cost of programs. Program designers become preoccupied with the design

and delivery of programs, leaving little or no incentive to do needs assessments beforehand or research on program outcomes. Similarly, there is a frequent and equal absence of identified management responsibility for the results of training programs. Ultimately, no one person or group has accepted accountability for ensuring that particular knowledge, skills or attitudes viewed as desirable will be applied by the course participants when they carry out their professional roles.

As a consequence of this lack of accountability, the degree of skill transfer from the principal preparation program context to the classroom and school is usually unknown or absent. The primary concern of the course implementor is providing a high quality learning environment and producing high candidate satisfaction with the program. Program activities frequently lack a clear link or alignment with either what school administrators do on the job or the particular professional needs of individuals. Traditional university-based courses tied to graduate degree programs add insult to injury by not necessarily being sensitive to the cannons of good pedagogy or candidate satisfaction levels. As Gaines-Robinson and Robinson (1989) point out, course activities are more likely to reflect a sterotyped requirement of a course, which has developed a life of its own through repetition, rather than any identified need expressed by candidates or perceived by the program sponsors. Furthermore, course candidates who may or may not have need for a particular skill activity must typically participate in all

activities because of expectations for a uniform pre-service course experience.

Clearly, the design and delivery of school administrator pre-service programs is a complex business fraught with shortcomings and challenges. In the next sections of the paper consideration is given to principles characteristic of more effective pre-service programs. The OISE pre-service program for principal training is used as a case to illustrate attempts to apply these principles of effective practice. Some comment on the relative successes that have been experienced, obstacles that need to be overcome and the evolution of the program over the years is provided.

The Case for a Research-Based Approach Pre-Service Programs

A study recently commissioned by the World Bank (Leithwood, 1988; see also, Leithwood, Begley & Cousins, in press) reviewed and synthesized the findings of existing research on the school principalship into a comprehensive conception of the nature, causes and consequences of principals' practices. A synthesis of this type is potentially of considerable value to the sponsors and designers of pre-service preparation programs because it identifies the knowledge, skills, and attitudes of most worth to school administrators. Inasmuch as something less than full consensus and clarity typically exists on the question of purposes and goals among the stakeholders associated with the

school administrator preparation process, a synthesis of this nature was long overdue.

Among the stakeholders in the administrator preparation process are the Ministry (Department) of Education, university faculty, district administrators, instructors, the ratepaying public (esp. parents) and the candidates themselves. Each group can bring a distinct perspective and a variety of expectations to principal preparation programs. For example, Ministry and senior school district personnel may be strongly inclined to a view of the principal's role which emphasizes policy and program implementation. University faculty, on the other hand, may be strongly attached to a rigorously academic approach, while certification course instructors (who are usually practicing administrators) may prefer to focus on management skills and practices. Some parents may cling to the image of the principal they experienced when they were students, while others may count on the principal to support and coordinate grass roots community involvement in school governance. Finally, the course candidates (usually aspiring principals who are currently teachers), may be very attracted to reform movements that emphasize teacher empowerment. The tensions produced by what amounts to a lack of consensus on purposes and means relating to principal preparation can be significant influences on the form these programs take and the content they cover.

Most pre-service preparation programs currently available in both Canada and the United States manifest varying degrees of

commitment to a particular view of the principal's role, usually described as instructional leadership (Greenfield, 1987; Hall et al., 1984; Hallinger & Murphy, 1987; Leithwood & Montgomery, 1986; Smith & Andrews, 1989). Justification for an instructional leadership emphasis on school administration has been largely based on the premise that certain characteristic actions of principals, intended to encourage and support classroom practices do, in fact, affect student achievement. Recent research (e.g., Andrews, Soder & Jacoby, 1986; Heck, Larsen & Marcoulides, 1990; High & Achilles, 1986) has begun to validate this instructional leadership role of principals as a cause of improved student outcomes. The characteristic actions, associated with instructional leadership, which have been positively linked to student achievement include; managing the political relationship of the school to its environment, supervising the school's instructional organization, and building a positive climate for learning. [2]

The OISE pre-service principal certification courses provide an example of a program which places a heavy emphasis on instructional leadership. To foster such an orientation among aspiring principals, particular training metaphors derived from research have been employed to structure the two-part OISE program. Part I of the program uses Leithwood & Montgomery's "Principal Profile" (1986) as a basis for describing and articulating an instructional leadership role along four key dimensions (goals, factors, strategies and decision-making) and four levels of role performance ranging from typical practice to

exemplary practice. In Part 2 of the OISE program the emphasis shifts from a conception of the role to procedural knowledge aimed at carrying out that role. A five phase school improvement process (Leithwood, Fullan & Heald-Taylor, 1987) provides the framework for the course and illustrates how effective principals operationalize an instructional leadership role in schools. This process is based on a problem-solving approach to school management involving the establishment of a professionally collaborative school culture, setting of educationally significant goals, development of appropriate solutions (or strategies to achieve goals), effective management of implementation, and finally, giving attention to monitoring and institutionalization issues.

A substantial body of research has become available in recent years which purports to describe other elements of administrative expertise and how it develops. This research has begun to identify additional factors of particular interest to those responsible for the pre-service preparation of school administrators. Examples of these promising new lines of inquiry which have begun to strongly influence OISE programs include the influence of socialization experiences on aspiring school administrators (Begley & Campbell-Evans, 1990; Leithwood, Steinbach & Begley, 1989), the influence of personal values on administrative practice (Begley, 1988; Campbell-Evans, 1988) and the problem solving processes employed by effective school leaders (Leithwood and Stager, 1989; Leithwood and Steinbach, 1990). The results of this and other research promise exciting

new trends for pre-service delivery. Of particular relevance are research projects that demonstrate that complex psychological processes can be taught (e.g., Leithwood & Steinbach, 1990).

As we have argued, often preparation courses have lacked a conceptual framework altogether, substituting instead an "issues" focus, or have adhered to an image of the role with limited relevance for the participants. Traditional university-based courses in educational administration which emphasize academic rigor over relevance are an example of the latter. Program developers interested in increasing the effectiveness of administrator preparation programs require a robust and defensible conceptual framework that provides a relevant and justifiable image of the role. Ideally, such a framework should incorporate a comprehensive and developmental conception of growth in administrative expertise. This would provide the basis for adjusting program experiences and objectives according to the needs of particular individuals.

Evolution of the OISE Program

Leithwood (1988; Leithwood et al., in press) suggested that the characteristics of effective training programs can be most usefully described by organizing discussion along four dimensions: the purposes for training, the context for training, training procedures and approaches to evaluation. Accordingly, in this section of the paper these dimensions are used to describe the evolution of OISE principal preparation programs

since 1985. Specific attention is given to containing attempts to incorporate principles of effective pre-service delivery into the program.

Purposes for Training: The purposes for training must be clearly and specifically expressed and based on tasks and competencies required for effective professional performance. As illustrated in Appendix A, OISE programs are typically organized into four or five components, each of several days duration, with clearly stated objectives to which the assigned readings, home group activities and plenary presentations are linked. As shown above, objectives derive from the research base and conceptual frameworks underlying the course. What is crucial in order for the programs to be successful is for instructional staff and candidates to regularly make reference to and use the course objectives.

Regularly throughout the course, the objectives are used to reinforce and clarify the intended focus, measure the progress of the course, evaluate the extent to which objectives have been attained, and tie the diverse readings, discussions and activities to a specific image of the principalship which candidates are intended to internalize. This reliance on clearly articulated program objectives for program development and evaluation purposes was a distinctive characteristic of the original OISE program in 1985. However, what has evolved since that time is an increased dependence on the daily or weekly objectives by candidates and staff as a means for renewing the

course focus as well as linking together the various components of the course experience into a consistent image of the role.

Context For Training: The context for training is a second critical dimension of effective principal preparation courses. The OISE programs conform to this criteria quite well in some respects and not so well in others. Some aspect of the training should be close to or in schools and the program should normally be sustained over a relatively long period of time. Unfortunately, virtually all Canadian pre-service courses are conducted away from the candidates' normal work environment. This pattern is perhaps a matter of academic tradition and may be obsolete in an age of school-based management and decentralization. Nonetheless, it is unlikely to change for at least two reasons. First, centralized delivery may afford Ministries (Departments) substantial opportunities to monitor and maintain a level of control over form and content. Second, lumping people together in central locations for short intensive experiences is probably fiscally and pedagogically more efficient. Most school districts have neither the desire nor the resource capacity to run their own programs.

While the practicum component required in both Ontario and the Northwest Territories provides opportunities for in-school application of learning, the quality of the practicum experience to date has varied greatly depending on suitability of the project, the commitment of the candidate and supervisor to the exercise, and the appropriateness of the local school setting.

As for the requirement for sustained contact, while most candidates receive their training over a two year period, an increasing trend towards "fast tracking" the course within one year has emerged in Ontario. For example, in Ontario candidates are now able to take Part I in July over four weeks at any one of several sites, and complete Part 2 during the fall and winter at either of two Toronto sites. In fact, a few determined individuals have been known to enroll in a Part I course during July and then immediately enroll in another institution's Part 2 residential course scheduled for August. Presumably their practicum projects are completed after the fact!

Effective training programs should also be intrinsically satisfying and delivered in a non-threatening environment that encourages experimentation with new ideas and practices as well as protection from outside disruption (Leithwood, 1988). Course evaluation data collected from literally hundreds of OISE course candidates since 1985 reveals an extremely high degree of satisfaction with the courses. Course candidates value especially the professional and social networking which occurs during the course and may continue for years to come, in some cases. The summer courses in particular are viewed by most candidates as enjoyable and rewarding. Winter courses tend not to be viewed as positively because of the competing demands from regular work responsibilities. This finding carries with it a certain sense of irony to the extent that winter courses are scheduled while school is in session when learnings could most readily be applied. These data have contributed to even greater

emphasis on aspects of the OISE program that enhance professional and social interaction. The institutionalization of the "Home Group" component and active promotion of candidate interaction (e.g., establishment of a commmittee structure) are testimony to this commitment.

Training Procedures: The thoughtful selection of instructional techniques and recruitment of effective instructors are important components of effective preparation programs. Fundamental to these concerns are principles of adult education. Traditional university-based instruction has not been a model of good pedagogy. The tradition of transmission oriented instruction (Miller & Seller, 1985) is long-lived and well ingrained. The notion that course candidates should be actively involved in the learning process, and that strategies should reflect principles of adult learning is comparatively new to principal certification courses. The earliest OISE programs, like most Ontario certification courses, made heavy use of transmission-oriented plenary presentations by practitioners, Ministry officials and university faculty; usually two per day. Transactional activities (two-way exchange of ideas) were limited to the small group sessions. Fortunately, since that time, high expectations for interactive and activity based plenaries have developed and are now the norm. Plenary presentations by university faculty are those most likely to remain a liability. However, the message has begun to reach the ivory tower. Candidates enrolled in recent Ontario courses have been quick to pan presentations delivered in a lecture format. It remains a

struggle to have candidates assess both the substance as well as the delivery of a presentation. As a group, course candidates invariably put a premium on effective delivery, particularly if high standards have been set by previous presenters.

The selection of assigned readings is something that must be done with care. The candidates of a course at OISE in Toronto, commonly about 80 percent graduate students, are likely to have a higher capacity for academic reading than aboriginal educators in the high Arctic. Substitute readings from popular professional journals can provide a good alternative. If difficult journal articles must be used, the inclusion of a reading guide cover page detailing and highlighting important points is a good strategy. Small group discussion of important readings in a seminar setting is also good practice in that candidates are able to increase comprehension through discussion and debate. Course duration is an another factor which influences the amount of reading that can be realistically assigned. There is little point in assigning readings that candidates will not or cannot read. Attention to preferred learning styles and a multi-media approach to the presentation of material is a preferred strategy; increased focus in this direction has characterized recent OISE programs.

A wide variety of instructional methods are employed in the OISE program (see Appendix A). These include case studies, simulations, group problem solving exercises, individual problem solving, and role playing. Aside from the need for variety and

recognition that candidates have preferred learning styles some methods are more appropriate than others for particular types of learning. For example, describing a problem-solving process employed in a case is not nearly as useful for skill acquisition by the candidates as a combination of individual and group problem solving simulations (Leithwood & Steinback, 1990). The OISE pattern of evolution has been towards a greater variety of instructional methods, greater reliance on hands-on transactional activities, and a de-emphasis of traditional lecture type presentations.

Using the course process itself as a simulation of school leadership activities has proven to be a particularly useful technique especially in minimizing the "training for activity" trap described above. This involves the rotation of the small group chairperson's role on a daily basis whereby one person, or occasionally two, manage the group's affairs for a day. They are required to chair group discussions, schedule activities, manage time and solve problems as they occur. In these settings, the small group leader becomes a resource rather than a director of activity. Staff can further model effective practices by openly describing their perceptions and responses to real problems which crop up during the course. Candidates quickly catch on that the course process is an ideal testing ground for their newly learned management and leadership skills.

Although the objectives of the OISE program are relatively non-negotiable once the course design has been validated,

candidates are given considerable freedom, particularly in small group sessions, to make choices about what and how they will learn, and how they will use their time. Indeed, more alternate activities are typically available than time would permit. This forces candidates to participate in interesting simulations of the agenda building exercises principals frequently encounter in real schools.

Through a committee system, candidates soon recognize that control of the course experience is shared with them to a considerable extent. Four committees are typically established in the OISE program; program, communications, evaluation and social. A final strategy involves encouraging candidates to share any special expertise they may possess through candidate organized workshops. These workshops are a regular part of the course, scheduled usually towards the end of the program. This has been found to be a particularly useful strategy when delivering courses in isolated areas (e.g., Northwest Territories) where the inclusion of cultural issues is a critical requirement.

The selection of appropriate instructional staff is an especially critical factor for ensuring the effectiveness of a principal preparation course. Just because an individual is an effective school principal does not mean he/she will function well as a course principal or group leader. A number of insights have been gained by OISE personnel in these matters as a result of five years experience. The selection of the course principal

is particularly critical. The principal must be willing to do more than just manage the course. They must be committed to the conceptual framework for the course and take steps to ensure that it is honoured. The course principal, as well as group leaders, must model effective practice, and when necessary do whatever is required to guarantee the integrity of the course. All group leaders should ideally be experienced practitioners because of the need for appropriate modeling. Beyond this requirement, course staff should be representative in a number of ways. Group leaders should be highly experienced principals although one or two relative newcomers to the principalship may also be desirable in the interest of providing a fresh perspective. Gender, racial and religious factors should also be balanced. Above all, group leaders must understand that their role is chiefly to facilitate group processes, to act as a resource when required, and to model effective practice. They are not there to dominate discussion, pass along war stories or launch an independent course process.

Evaluation Procedures: Five components are currently included in the evaluation procedures of the OISE principal certification program. These include pre-course surveys or other needs assessment instruments, assessment by candidates at regular intervals throughout the course, end of course "summative" evaluations by candidates and staff, participant observation by an OISE employed course evaluator, and Ministry monitoring team reports. While all five of these components have been incorporated as evaluation procedures for all OISE sponsored courses since 1985, variations in procedure and process have

occurred. For example, pre-course surveys have ranged from a one page opening day exercise to a full-blown needs assessment process as was conducted prior to the development of the first Northwest Territories principal certification course in 1987. This section of the paper critiques the OISE procedures using a knowledge utilization framework developed by Cousins (1988).

An important consideration concerning evaluation of OISE pre-service programs has to do with the purpose of evaluation. To be sure, from the inception of these programs in 1985, OISE personnel have maintained a strong interest in two predominant purposes for course evaluation. First, the issue of accountability has been a central one, particularly given contractual arrangements with the Ontario ministry. For the most part, end-of-course "summative" evaluations and Ministry monitoring have been successful in meeting accountability demands. The instrument appearing in Appendix B-1 is one which has provided course delivery personnel with "satisfaction" level data concerning various program components (e.g., meeting of objectives, readings, plenary sessions). These data derive primarily from responses to rating scales and associated comments. At the completion of each course, a summary is made of responses to these items. The summary is useful not only from the standpoint of meeting accountability needs but in providing information for the second major purpose of course evaluation.

The second major focus, one which has been more central to ongoing operations, is "formative" evaluation or evaluation for

course improvement. The needs assessment practices described above have served to sensitize course principals to the specific needs of the current group. Program modifications based on these data can and have been readily made. Participant observation and daily course evaluation data and comments on end-of-course instruments have also proven to be useful for modifying program. For example, the instrument appearing in Appendix B-2 provides program delivery personnel with a wide range of comments and suggestions, whose careful analysis in view of participant observation data can lead to some rather immediate and responsive, mid-course changes. Suggestions associated with end-of-course evaluation instruments can help course principals prepare and plan for upcoming programs.

OISE personnel have always held in high regard information from evaluation that helps to improve the program. But the evaluation process allows for another major purpose for evaluation. That purpose is to promote among candidates "collective reflection" about things that have been learned, thoughts that have been generated and perceptions that have been shared. Typically, an evaluation committee is formed to assume responsibility for evaluation tasks. A major function of the committee is to analyze the evaluation data but another function is to feed that information back to the group. This has typically been done in the form of a short verbal summary by a committee member prior to having candidates engage in the day's activities. Such feedback has been very positive to candidates and helps them to consolidate information by learning how others

have perceived it. The information is very relevant to participants, especially those who have limited leadership experience from which to draw, and as such, is likely to be very useful to them (Cousins & Leithwood, 1986). This process also carries with it the side benefit of motivating candidates to complete the daily evaluation forms.

In a recent OISE developed six-day inservice or "refresher" course for current principals this principle of feedback to candidates was expanded upon. After each day's sessionevaluation data were analyzed and summarized in the form of a memo to course sponsors (see Appendix B-3). In addition to providing course participants with the verbal summary, copies of the memo were distributed. Although these procedures were perhaps a little redundant, they did serve to provide in the form of a written record observations and perceptions of the group as a whole. In some cases participants chose to expand in an extended way on thoughts they had generated during the sessions. The "memoing" strategy provided an opportunity to share with the group those thoughts in the form of direct quotations. The memoing strategy is somewhat time consuming and as such perhaps not as suitable for intensive pre-service programs. However, it was viewed to be sufficiently valuable by participants that its continuation in some form is warranted.

A continuing problem with the evaluation of pre-service courses concerns Gaines-Robinson and Robinson's (1989) notion of the "training for activity" trap. How does one measure the

extent to which pre-service training impacts on performance (current or future) in the schools? In a recent inservice program, OISE personnel used a more elaborate instrument for collecting end-of-course data (see Appendix B-4). The instrument not only asked for the usual "satisfaction with course components" data and suggestions for course improvement, but also, questions about impact at the school level were front and centre. These data, albeit self-report and limited for that reason, permit a statistical assessment of the relationship between course processes and course outcomes. The applicability to pre-service delivery of this approach is limited due to the nature of the client. For the most part, candidates are not currently in leadership roles and would be unable to assess impact at the school level as a consequence. Nonetheless, linking evaluation data to field-based practice is a goal worthy of pursuing in the interest of meeting both accountability and course improvement demands.

Summary and Conclusions

This paper reviewed current practice in the delivery of pre-service programs for aspiring school administrators in Canada and provided a critical analysis of traditional practice. Based on several years of experience in the delivery of principal pre-service training programs and extensive evaluation data accumulated over the years, the evolution of OISE programs and how developers have attempted to meet the challenges of pre-service delivery were discussed.

Traditional programs were described as being predominantly "issues" oriented and lacking in coherence and an adequate conception of the school administrator role. The case was made for structuring pre-service delivery according to a research-based conceptual framework. Key implementation and evaluation elements of the OISE program were described as delivery strategies that meet the developmental needs of candidates, encourage reflection among candidates as courses proceed, address ill-defined or swampy role responsibilities that principals face daily and attempt to "train for outcome" as opposed to course satisfaction. Consideration was given to problems that emerge when course delivery personnel attempt to implement these strategies.

The paper concludes with a set of recommendations based on what the authors believe to be principles of effective pre-service delivery practice. The appropriateness of individual recommendations and the weight each carries will vary from one preparation program to the next. Nonetheless, serious attempts to adhere to them are likely to result in improved pre-service programming.

1. **Base course on coherent research-based conceptual framework:**

   Several problems may be overcome if the pre-service program is based on a research-based conceptual framework that has been shown to be valid. Candidates are able to develop a comprehensive conception of the role of school administrator; segments of the course may be tied together in a coherent pattern; the relevance of course objectives becomes apparent; individual issues are viewed in the context of the larger picture of the role; candidates will develop a sense that the validity of key issues and practices is justified by research; and finally, tangential objectives determined or contributed by course participants are more likely to be congruent with the goals of the course. Course principals should be both knowledgeable and commited to the particular framework used. Provision should be made to review the framework periodically and to update it based on newly generated research knowledge.

2. **Systematically assess client needs:** Knowledge and skills that are relevant to clients needs are likely to be much more useful. Within the confines of a conceptual framework, program implementors should systematically collect information prior to course delivery and should use that information to tailor programming or otherwise modify the course. Variation in stages of development in candidate's administrative knowledge and skills is likely

to be enormous at the pre-service level. Implementors should be prepared to assess and respond to such variation. Data from previous versions of the program, participant observations of such programs and from informal contacts can serve to enhance and corroborate/disconfirm actual needs assessment data.

3. **Maintain objectives-based focus:** Candidates should regularly be made aware of the purposes of training, and within bounds, have input into shaping such purposes. Course objectives should be linked directly to the underlying conceptual framework but should be sufficiently flexible to allow for continued review and alteration where the need arises. Where possible variation incourse objectives should overlap with candidates' stage of development.

4. **Adhere to principles of effective adult education:** Appreciation of different learning styles, transactional curriculum delivery, multi-media presentation materials, and continual involvement of course participants in course delivery are important features of effective pre-service delivery. Long gone are the days when "transmission" oriented academic presentation styles were the norm. Candidates have little tolerance for being lectured to extensively, although in recognition of the need for content input, an appropriate mix of instructional strategies is recommended. Candidates find

extremely valuable opportunities to share with peers relevant experiences and to learn how others would handle particular problem situations. Learning materials should be sensitive to stage of development and candidates should be provided with a healthy amount of "hands-on" material.

5. **Simulate role responsibilities:** As part of the course delivery process, candidates should be actively involved in chairing small group discussions, organizing workshops, assuming course administrative responsibilities, and otherwise engaging in leadership functions. Activities designed to simulate principals' responsibilities can enhance the development of procedural knowledge and minimize the often abstract nature of course topics, materials and so forth. This is particularly an important consideration where leadership expertise is limited and candidates do not have extensive performance bases from which to draw.

6. **Include practicum:** Candidates typically work in environments where quality, supervised practica can be readily undertaken. It is important to ground principles learned in centralized courses in practical on-the-job experience. This type of activity provides candidates with opportunities to refine procedural knowledge and subsequent opportunities to reflect on and analyze such experiences. Course delivery personnel should be sensitive to

candidates'motivation to fasttrack and take steps to ensure that practical experiences are adequately reflected upon.

7. **Promote social and professional interaction:** Candidates probably learn as much from one another as they do from course developers and presenters. Opportunities for interaction with one another in either structured (e.g., home group) or unstructured (e.g., social occasion) situations should be provided regularly. These opportunities not only enable candidates to gain valuable insight from the experience of others but may serve to consolidate information in their own minds.

8. **Use evaluation processes for multiple purposes:** Valuable insights concerning course development can be gleaned from evaluation conducted for accountability reasons. The sophisticated use of formative evaluation to improve course delivery can in and of itself meet accountability needs. But evaluation can be used for at least one purpose other than accountability or development; it can be used to stimulate reflection among candidates. Thinking about one's own perceptions and feelings about a process is certainly one way to stimulate reflection. Thoughtfully completing a daily evaluation task; becoming involved in analyzing and reporting evaluation data to the larger group; and receiving daily evaluation reports (either written or verbal) are all processes which are

likely to stimulate among candidates reflection about important issues and items.

9. **Work toward assessing course impact:** Many course evaluations are too focused on process and pay very little, if any, attention to outcome. Course developers would do well to give serious consideration to defining real course outcomes (i.e., other than course satisfaction) and in some way attempting to measure these. The very nature of pre-service delivery, inasmuch as most candidates are not in positions to implement administrative strategies learned, stands as an obstacle to collecting data on impact. Nonetheless, this is an obstacle worthy of overcoming.

FOOTNOTES

1. Formerly the Centre for Principal Development

2. It should be noted that not all evidence is uniform with regard to principal influences at the student level. Cousins and Ross (1990) found that variation in student outcomes were not explained by principals' actions and Lawton, Leithwood, et al. (1988; see also, Leithwood, Lawton & Cousins, 1989) found an unexpected influence on student dropout rate attributable to principal actions.

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APPENDIX A

Northwest Territories
Principal Certification Course: Part 2
Summer 1990

Course Site:

Yellowknife, Northwest Territories

Course Dates:

Monday July 2 - Friday July 13, 1990

This course will run for a total of ten days over two weeks; Monday to Friday, 8:00 AM to 4:00 PM. A number of evening sessions may also be scheduled.

Candidate Accommodation:

Akaitcho Hall
Yellowknife, Northwest Territories

Instructional and Support Staff:

Principal - Paul Begley

Group Leaders
- Bill Ulrich
- Stephen Prest
- Will Kunder
- Vince Dumond
- Evelyn Brown

Course Evaluation - Glenda Campbell-Evans

Support Staff
- Arnold Krause
- Sheila Raaflaub

Course Format:

The Northwest Territories Principal Training Program is a four part certification process comprised of two ten day summer courses, delivered a year apart, and two separate school-based practicum projects which are carried out locally under the supervision of an adviser during the school year. Two hundred and fifty hours of course work are required to complete the program; one hundred and sixty hours of which are direct contact time for course staff and candidates. Part 1 was delivered during the summer of 1989 at OISE in Toronto. Part 2, also of ten days duration, will be delivered in Yellowknife during the summer of 1990. Candidates who successfully complete Parts 1 and 2 as well as the practicum components of this program become eligible for certification as principals by the Department of Education of the Northwest Territories.

The Part 2 course is an intensive ten day program intended to prepare educators from the Northwest Territories for positions of school leadership. The program focuses on the development of basic leadership skills within the context of the instructional

with special talents and experience will be given the opportunity to make presentations or deliver workshops when their expertise can be linked to the course objectives.

At least two large group presentations are scheduled for each day. These presenters will include personnel from the Ontario Institute for Studies in Education (OISE), officials of the Department of Education as well as exemplary practitioners from the Northwest Territories. The course principal will coordinate the delivery of the course and be responsible for several key presentations which link the course content to the conceptual framework. A generous portion of each day will be devoted to small group activities coordinated by experienced NWT principals and OISE personnel who will act as small group facilitators.

Course and Candidate Evaluation Procedures:

As was the case for the Part 1 program, candidate performance will be evaluated in several ways. All candidates are expected to do the assigned readings, participate actively in small group sessions, and complete any individual or group assignments. These assignments may include written as well as oral presentations. Candidates will also be required to chair meetings and lead seminars under the guidance of their group leaders. A counselling process will be instituted through the use of an interactive journal whereby group leaders will provide individualized feedback to each candidate on their performance and guide their professional development throughout the course. One on one counselling sessions may also be scheduled at the request of candidate or group leader. While no specific grades will be assigned for the course work, the course principal will ultimately make a pass / fail recommendation based on each candidate's personal performance and professional growth.

Candidates must be in attendance for the whole course and participate actively in all sessions in order to receive credit. Late arrivals and early departures to accommodate air travel schedules are not acceptable. Prior approval is required from the course principal for any absences during the course. In the event of absences which have been approved by the course principal, make-up assignments may be required. Candidates absent for more than one day, even for just cause such as death of a relative or illness, will not receive credit for taking the course and may be required to withdraw from the course. Successful completion of the Part 2 program (including all assignments and presentation responsibilities), and both parts of the practicum program, is a prerequisite to recommendation of the candidate to the Department of Education for certification.

Because this course is compressed within ten days, the workload is quite demanding. Candidates should anticipate the need to devote their full attention to the course work, including some evening preparation time. All participants will be expected

to do a considerable amount of professional reading, prepare a modest number of written products as well as make occasional oral presentations. Staff expectations for each candidate's performance will be individualized, but nevertheless quite high. Participants in previous cycles of the NWT program report that the course experience is professionally stimulating and enjoyable, but also challenging.

Course evaluation data, as opposed to candidate evaluation data, will be collected at the end of each phase of the program (every two days). An overall course evaluation instrument will be distributed at the end of the course. Individual candidates may also be interviewed from time to time during the ten day period by an OISE employed course evaluator as well as designated Department of Education officials. The intention is to collect a full range of data on the course experiences of candidates.

Typical Daily Schedule:

8:00 - 9:00	Home Group Session (groups of approx. 15) - candidate led reactions to readings - group identified themes / presentations
9:00 - 10:30	Plenary Presentation by Keynote Speaker
10:30 - 11:15	Application Exercise / Reaction to Plenary (led by individual candidates)
11:15 - 12:00	Home Group Session - group assignments - practicum reporting and planning - committee meetings - candidate counselling
12:00 - 1:00	Lunch
1:00 - 2:00	Home Group Session - present, analyze & solve case problems (led by individual candidates) - group identified themes / presentations
2:00 - 3:15	Plenary Presentation by Keynote Speaker
3:15 - 4:00	Application Exercise / Reaction to Plenary (led by individual candidates)

Objectives and Readings:

Day #1 & #2: Getting Ready for School Improvement

The course candidates will:

1. Review a conception of the principal's role as problem-solver and instructional leader and be introduced to the key notions and procedures associated with a school improvement orientation.

2. Know about the relationships among individuals in key roles when a school system is engaged in a school improvement process. Become aware of the contrasting orientations of teachers and principals.

3. Recognize the varying capacity for educational change manifested by individuals and staff groups from school to school.

4. Review the findings of school improvement research describing the organizational climate associated with effective schools.

5. Take the responsibility for coordinating one or more small group activities during the ten course. These may include all or some of the following: chairing the small group for a day, leading the discussion of an assigned reading, preparing and presenting a case problem, serving on a committee, or presenting a workshop on a subject of special interest identified by the group.

Readings:

1. Corbett, H.D. Dawson, J.A. Firestone, W.A. "Analyzing a School" in School Context and School Change. Teachers College Press, New York: 1984.

Day #3 & #4:
Specific Goals for School Improvement

Objectives and Readings:

Course participants will:

1. Know how effective principals use goals to support the school improvement process.

2. Be able to identify the factors (school/classroom) directly affecting student experiences in school which can be influenced through a school improvement process.

3. Review the critical components of selected goal setting strategies that may be used with a school community.

4. Develop an entry plan model for when they are assigned to a school.

5. Know how to conduct a review and evaluation of a particular aspect of school program.

6. Review the elements of effective instruction as a basis for developing a sound program in a quality learning environment.

Readings:

1. Duke, Daniel L. "Why Principals Consider Quitting" in Phi Delta Kappan. December 1988 pages 308-312.

2. Miller, J.P. Seller, W. "Chapter 1. The Curriculum Process", pages 3-16 in Curriculum Perspectives and Practice. Longman, New York: 1985.

Day #5 & #6: Selecting or Developing the Solution
Objectives and Readings:

Course participants will:

1. Know how to use innovation profiles to collect or develop strategies to solve an identified problem or achieve a school improvement goal.

2. Be able to establish criteria for making choices among available alternative solutions.

3. Be able to identify indicators of success at the implementation and evaluation stage.

4. Know about the conditions which appear to have the most positive impact on student learning in order to use effective instruction as a basis for supervisory action plans.

Readings:

1. Leithwood, K.A. Fullen, M. Heald-Taylor, G. Section on "Phase 3, Developing Problem Solutions" in School Level CRDI Procedures to Guide the School Improvement Process. OISE mimeo: 1987.

2. Fullen, M. Bennet, B. Rolheiser - Bennet, C. Linking Classroom and School Improvement. Faculty of Education, University of Toronto. Invited address, American Educational Research Association, San Francisco 1989.

Resource:

1. Leithwood, K.A. and Montgomery, D.G. "A Procedure for Developing Innovation Profiles" in Improving Classroom Practice Using Innovation Profiles. OISE Press: 1987

2. Sample Innovation Profiles; The Formative Years Profile, York Region Board of Education and The Special Needs Profile, Northwest Territories Department of Education

Day #7 & #8: Implementation of the Solution

Objectives and Readings:

The course candidates will:

1. Know about the factors which influence the implementation of educational change.

2. Know how to develop an implementation plan.

3. Be aware of, and know how to overcome, the obstacles typically encountered during the implementation of a school improvement project.

4. Know how to provide staff with opportunities to acquire new knowledge and skills through coaching techniques.

Readings:

1. Selected Reading on Peer Coaching. TBA

2. Leithwood, K.A. Fullen, M. Heald-Taylor, G. Section on "Phase 4, Implementing the Solution" in School Level CRDI Procedures to Guide the School Improvement Process. OISE mimeo: 1987.

Resource:

1. Fullan, M. "Causes/Processes of Implementation and Continuation" in The Meaning of Change. OISE Press: 1982.

Day #9 & #10: Evaluation and Institutionalization

Objectives and Readings:

Course participants will:

1. Know how to monitor the progress of a school improvement plan through supervision of staff and evaluation of programs.

2. Become familiar with a range of procedures for supervision and assessment of teachers and programs.

3. Know how to incorporate within a school improvement plan procedures for supervision and evaluation of teachers and programs.

4. Examine the ethical aspects of the principal's role as evaluator of students, programs and staff.

5. Become familiar with those sections of the Education Act and GNWT regulations which bear on supervision and assessment.

Readings:

1. Cousins, J.B. "Why Don't Principals Use Their Own Performance Appraisal Data?" in The Canadian School Executive. April 1990.

2. Stiggins, R.J. "The Case for Changing Teacher Evaluation to Promote School Improvement" in Making A Difference Through Performance Appraisal. OISE Press Toronto: 1989.

Resource:

1. Simcoe County R.C. School Board "Supervision for Growth" Barrie, Ontario: 1989.

2. Jones, L. "Writing Evaluation For Probationary Teachers: In-Service for Administrators" Hastings Board of Education Mimeo: 1989.

3. Leithwood, K.A. Fullen, M. Heald-Taylor, G. Section on "Phase 5; Institutionalizing the Solution" in School Level CRDI Procedures to Guide the School Improvement Process. OISE mimeo: 1987.

APPENDIX B1

Principal Certification Course: Part 1
OISE Winter 1989 -90

Group # ___
Group Leader _____

Module #4:Strategies Employed by Effective Principals

A. Objectives

Rate how each objective was addressed. (Circle one response.)

	well addressed		poorly addressed		not addressed
1. Examine aspects of prinicpal's role as curriculum manager & agent of change	1	2	3	4	5
2. Know about obstacles typically encountered during the process of developing & implementing programs	1	2	3	4	5
3. Be introduced to "general purpose" & "factor specific" strategies as procedures for influencing classroom & school factors	1	2	3	4	5
4. Know how to use "general purpose" strategies	1	2	3	4	5
5. Know how to use "factor specific" strategies	1	2	3	4	5

B. Readings

	Applicable			Not Applicable	
1.Leithwood & Montgomery "Factor Specific & General Purpose Strategies :The Principal Profile	1	2	3	4	5
2.Fullan "Chapter 8: The Principal" in The Meaning of Change	1	2	3	4	5

C. Presentions	Highly Effective				Not Effective
1.Linda Grant "What's Worth Fighting For"	1	2	3	4	5
2.Paul Shaw "Implementation Strategies"	1	2	3	4	5
3. Frank Braithwaite "Behavioural Description Interviewing"	1	2	3	4	5
4. Film Festival	1	2	3	4	5

	Highly Effective				Not Effective
D. Home Base					
1.Interactions with Group Leader	1	2	3	4	5
2. Usefulness of home Base Sessions	1	2	3	4	5
E. Assignment	1	2	3	4	5

F. What aspects of this phase were most useful? Why?

G. What aspects of this phase could be improved? How? Please provide a suggestion for change.

Northwest Territories Principal Certification Course: Part 1
OISE Summer 1989

Evaluation Survey for Course Component #1

A. Objectives:

Please indicate to what extent you feel the following course objectives were attained by circling the appropriate number ranging from 1 (to a great extent) to 5 (not at all).

Day #1 & #2: Towards an Image of Principal Effectiveness

1.1 Assess their present perceptions and expectations of the principal's role.

1 2 3 4 5
To A Great Extent Not At All

1.2 Review alternative conceptions of the principal's role.

1 2 3 4 5
To A Great Extent Not At All

1.3 Examine materials relevant to the principal's role as instructional leader in the school.

1 2 3 4 5
To A Great Extent Not At All

1.4 Begin to develop the communication skills required for the educational leadership role.

1 2 3 4 5
To A Great Extent Not At All

.5 Review selected parts of NWT regulations which bear on the principal's role.

1 2 3 4 5
To A Great Extent Not At All

Day #3 & #4: The Goals and Objectives of Education

2.1 Review and analyse the Northwest Territories Goals of Education and other sources of school level instructional objectives.

1 2 3 4 5
To A Great Extent Not At All

2.2 Begin to articulate beliefs and values underlying effective instruction in a cross-cultural setting.

1 2 3 4 5
To A Great Extent Not At All

2.3 Know how to develop and use a school entry plan.

1 2 3 4 5
To A Great Extent Not At All

2.4 Know how to systematically collect information from a variety of sources associated with the school community using a variety of formal and informal strategies.

1 2 3 4 5
To A Great Extent Not At All

2.5 Know how effective principals use goals to support the school improvement process.

1 2 3 4 5
To A Great Extent Not At All

2.6 Demonstrate the use of alternate procedures for collaboratively setting school goals.

1 2 3 4 5
To A Great Extent Not At All

Day #5 & #6: Instructional Leadership

3.1 Know about the conditions which appear to have the most impact on student learning.

1 2 3 4 5
To A Great Extent Not At All

3.2 Be aware of and know how to utilize various sources of information about instructional practices and effective curriculum.

1 2 3 4 5
To A Great Extent Not At All

3.3 Know how to use or create a profile in support of a planned educational change.

1 2 3 4 5
To A Great Extent Not At All

3.4 Develop an understanding of the basic principles of literacy learning with particular reference to the needs of students in the NWT.

1 2 3 4 5
To A Great Extent Not At All

3.5 Know about the factors which influence the implementation of educational change by analyzing the implementation of several policies and programs relevant to schools in the NWT.

1 2 3 4 5
To A Great Extent Not At All

3.6 Be aware of the strategies effective principals employ to support the implementation of planned educational change.

1 2 3 4 5
To A Great Extent Not At All

Day #7 & #8 : Strategies for Making It Happen

4.1 Know about the classroom and school factors identified by research which are employed by effective principals to exercise instructional leadership in schools.

1 2 3 4 5
To A Great Extent Not At All

4.2 Know how to identify the conditions and expectations associated with particular classroom and school factors which will result in improved instructional outcomes for students.

1 2 3 4 5
To A Great Extent Not At All

4.3 Assess their own framework for problem-solving and examine research findings which describe how effective principals engage in problem-solving.

1 2 3 4 5
To A Great Extent Not At All

4.4 Know how to select or develop strategies to solve an identified problem using case problems specific to NWT.

1 2 3 4 5
To A Great Extent Not At All

Day #9 & #10 : Working Collaboratively with Teachers and Other Stakeholders

5.1 Become more aware of the contrasting professional orientations of teachers and principals.

1 2 3 4 5
To A Great Extent Not At All

5.2 Understand why and how teachers resist educational change under particular circumstances.

1 2 3 4 5
To A Great Extent Not At All

5.3 Know how to employ the techniques of peer coaching as a strategy for improving classroom practices.

1 2 3 4 5
To A Great Extent Not At All

5.4 Know how community relations strategies can be used to identify, communicate and attain appropriate goals for education in NWT schools.

1 2 3 4 5
To A Great Extent Not At All

5.5 Know the sources of organizational conflict and explore strategies for resolving conflict in an educational setting.

1 2 3 4 5
To A Great Extent Not At All

B. Assigned Readings

Please indicate to what extent you feel the following course readings made a useful contribution to the attainment of course objectives by circling the appropriate number ranging from 1 (to a great extent) to 5 (not at all).

Day #1 & #2

1.1 Improving Principal Effectiveness: The Principal Profile, Leithwood, Montgomery, (chapter 6)

1 2 3 4 5
To A Great Extent Not At All

1.2 What's Worth Fighting for in the Principalship, Fullan

1 2 3 4 5
To A Great Extent Not At All

1.3 Selected Northwest Territories Ordinances

1 2 3 4 5
To A Great Extent Not At All

1.4 Journal Of American Indian Education, "Beyond the Common Ground", Pavlik

1 2 3 4 5
To A Great Extent Not At All

Day #3 & #4

2.1 Education in the NWT, Department of Education, Northwest Territories

1 2 3 4 5
To A Great Extent Not At All

2.2 Regional Mission Statements (e.g. recently published Baffin Regional Board document)

1 2 3 4 5
To A Great Extent Not At All

2.3 Curriculum Perspectives and Practice, "Aims/Development Goals/ Objectives; Chapter 8: Curriculum Components", Longman

1 2 3 4 5
To A Great Extent Not At All

Day #5 & #6

3.1 School Leadership and Instructional Improvement, "Chapter 9; Instructional Management and Support" Duke

1 2 3 4 5

To A Great Extent Not At All

3.2 Principles of Whole Language, Heald-Taylor

1 2 3 4 5

To A Great Extent Not At All

3.3 The Meaning of Change, "Causes/Processes of Implementation and Continuation", Fullan

1 2 3 4 5

To A Great Extent Not At All

Day #7 & #8

4.1 Improving Principal Effectiveness: The Principal Profile "Chapter 8; Research on Classroom Factors, & Chapter 9; Research on School Factors" Leithwood & Montgomery

1 2 3 4 5

To A Great Extent Not At All

4.2 Factors and Expectations Associated With Effective Principal Practices in the Northwest Territories, Keewatin & Kitikmeok Principals

1 2 3 4 5

To A Great Extent Not At All

4.3 Educational Administration Quarterly, "Expertise in Principals' Problem Solving", Leithwood & Stager

1 2 3 4 5

To A Great Extent Not At All

Day #9 & #10

5.1 Curriculum Perspectives and Practice, "Chapter 10; Implementation: A Personal and Social Process", Miller & Seller

1 2 3 4 5

To A Great Extent Not At All

5.2 Practical Politics for School Administrators, "Parents, Community Groups, and Students" Wiles, Wiles, & Bondi

1 2 3 4 5
To A Great Extent Not At All

5.3 Peer Coaching Materials, Seller

1 2 3 4 5
To A Great Extent Not At All

5.4 The Principal's Role in Teacher Development, Leithwood

1 2 3 4 5
To A Great Extent Not At All

Presentations

Please indicate to what extent you feel the following presentations made a useful contribution to the attainment of course objectives by circling the appropriate number ranging from 1 (to a great extent) to 5 (not at all).

Day #1 & #2

1.1 Issues and Challenges for Canadian Educational Leaders

1 2 3 4 5
To A Great Extent Not At All

1.2 What's Worth Fighting For In The Principalship

1 2 3 4 5
To A Great Extent Not At All

1.3 Effective Communications as a Leadership Skill

1 2 3 4 5
To A Great Extent Not At All

1.4 The Principal Profile

1 2 3 4 5
To A Great Extent Not At All

1.5 Being an Effective Principal in the Northwest Territories

1 2 3 4 5
To A Great Extent Not At All

Day #3 & #4

2.1 Collaborative Goal Setting Strategies

1 2 3 4 5

To A Great Extent Not At All

2.2 The Influence of Personal and Professional Values on Principals' Decision-Making

1 2 3 4 5

To A Great Extent Not At All

2.3 Appropriate Goals and Priorities for NWT Schools

1 2 3 4 5

To A Great Extent Not At All

2.4 Using Entry Plans

1 2 3 4 5

To A Great Extent Not At All

Day #5 &#6

3.1 Appropriate Goals for Language Instruction in Northern Schools

1 2 3 4 5

To A Great Extent Not At All

3.2 Instructional Strategies for Enhancing Cultural Identity (session 1)
Promoting Effective Classroom Practices (session 2)

1 2 3 4 5

To A Great Extent Not At All

3.3 Conducting Electronic Data Searches and Research Reviews

1 2 3 4 5

To A Great Extent Not At All

3.4 Candidate Organized Workshops

1 2 3 4 5

To A Great Extent Not At All

Day #7 & #8

4.1 Principals' Problem-Solving Skills

1 2 3 4 5
To A Great Extent Not At All

4.2 Student Suicide in the NWT

1 2 3 4 5
To A Great Extent Not At All

4.3 Making Effective Use of Available Community Support Services in the NWT

1 2 3 4 5
To A Great Extent Not At All

4.4 Candidate Organized Workshops

1 2 3 4 5
To A Great Extent Not At All

Day #9 & #10

5.1 The Conflicting Perspectives of Educational Stake-Holder Groups

1 2 3 4 5
To A Great Extent Not At All

5.2 Strategies for Developing and Maintaining Good School Community Relations in the Northwest Territories

1 2 3 4 5
To A Great Extent Not At All

.3 The Principal's Role in Staff Development

1 2 3 4 5
To A Great Extent Not At All

4 Developing Conflict Resolution Skills

1 2 3 4 5
To A Great Extent Not At All

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MEMORANDUM

TO: Paul Begley
[redacted]
[redacted]

FROM: Brad Cousins

DATE: April 5, 1990

RE: Evaluation of Day 4 -- [redacted] School Improvement Strategies Program

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Thirty six of the 58 participants present on Day 4 (62%) submitted evaluation forms. It seems likely that the relatively long afternoon plenary session eroded time available to complete the form for some. However, many participants continue to faithfully complete the form in a frank and thoughtful manner.

1. Contribution toward professional development? What did you learn?

For quite a large proportion of those completing the form the afternoon plenary successfully solidified many thoughts concerning the school improvement process. It provided a rationale for motivating staff into a "change" frame of mind. "Much better conceptual map of the reasons for need to change and the directions the change should be aimed." Another principal reported, "Coming closer to being ready to implement a school improvement process. Everything finally seems to be coalescing." Several participants found the session "thought provoking," "practical," and were impressed with [redacted] "awesome" knowledge base.

One theme that was echoed several times had to do with the distinction between school improvement as a process as opposed to an event. "Since our school is in the midst of developing a school improvement process, this has thus far been the most valuable day I've had -- I especially noted the emphasis on process!"

A second theme focussed on the innovation profile technology. Several folks commented on the utility of innovation profiles, especially concerning the development of them within schools, as opposed to drawing from externally produced profiles. According to one principal "the profile plan will be an

(b) Home Group: Average rating = 4.1; Number of responses = 36

Rating	Count	
1	1	*
2	0	
3	4	****
4	21	**********
5	10	**********

With the exception of one participant, home group continued to be valuable. Some of the descriptors used were "theory to practice," "variety," ability to "relate to case problem" and "interesting." A dissenting comment revealed that a plan that have been presented during home group was "too parochial and specific."

(c) [redacted] plenary: Average rating = 3.4; Number of responses = 34

Rating	Count	
1	1	*
2	5	*****
3	10	**********
4	14	**********
5	4	****

Many folks found the [redacted] session to be very "functional," "useful," and "enlightening." Others were of a different view, however. Some felt that the pace was a little slow and that the material presented was somewhat dated. This last point, I think, coincides with the absence of [redacted] profile activity built in to the presentation. The spousal profile exercise was enjoyable and thought not to be practical but to be enlightening.

(d) [redacted] plenary: Average rating = 4.77; Number of responses = 36

Rating	Count	
3	1	*
4	6	******
5	29	**********

By far, the [redacted] plenary was the hit of the day. Paradoxically, the plenary was very "transmission" oriented and although one or two indicated they would have preferred more time for interaction, this was by no means a major concern. The attributes of the plenary that appeared to have won principals over were "motivating," "excellent," "good pace," "well researched and rehearsed," "supported with examples," "sense of humour," "informative," "lively," "relevant" and "outstanding". At least one principal was of the opinion, however, that the session was too "non-specific."

c.c. Ken Leithwood

Process

2.1 Indicate the three plenary sessions that were most significant for you in terms of their educational value. **Number them 1st, 2nd 3rd.**

___ [redacted] - Panel on Performance Appraisal (Day 6)
___ [redacted] - Innovation Profiles (Day 4)
___ [redacted] - Structured Entry Plans (Day 5)
___ [redacted] - Use of Performance Appraisal (Day 3)
___ [redacted] - Goal Setting (Day 3)
___ [redacted] - Implementation (Day 5)
___ [redacted] - School Culture (Day 2)
___ [redacted] - Making the Case for School Improvement (Day 1)
___ [redacted] - Educational Trends and School Improvement (Day 4)
___ [redacted] - Getting Ready for School Improvement (Day 2)
___ [redacted] - Research on S I P: Case in Point (Day 6)
___ [redacted] - Understanding and Motivating Teachers (Day 1)

2.2 Why were these educationally significant for you?

[redacted] School Improvement Strategies Program

END OF COURSE EVALUATION

A. Course Outcomes

1. Indicate the extent to which you agree with each of the following statements Circle one option only -- SA=Strongly Agree, A=Agree D=Disagree, SD=Strongly Disagree.

1.1 I am currently applying knowledge acquired in this course to my own school.	SA	A	D	SD
1.2 I was able to relate much of what was covered in the course to school improvement efforts in my own school.	SA	A	D	SD
1.3 I learned a lot as a result of this program.	SA	A	D	SD
1.4 I have based decisions on things that I learned in this course.	SA	A	D	SD
1.5 I plan to implement a school improvement process similar in structure to the one covered here.	SA	A	D	SD
1.6 I have shared with staff things from this course.	SA	A	D	SD
1.7 In our school we have modified our approach to school improvement as a consequence of this course.	SA	A	D	SD
1.8 I have used or circulated for use some of the material handed out during the course.	SA	A	D	SD
1.9 This course met or exceeded my expectations.	SA	A	D	SD
1.10 I would recommend this program to my peers.	SA	A	D	SD

Process

2.1 Indicate the three plenary sessions that were most significant for you in terms of their educational value. Number them 1st, 2nd 3rd.

___ [redacted] - Panel on Performance Appraisal (Day 6)
___ [redacted] - Innovation Profiles (Day 4)
___ [redacted] - Structured Entry Plans (Day 5)
___ [redacted] - Use of Performance Appraisal (Day 3)
___ [redacted] - Goal Setting (Day 3)
___ [redacted] - Implementation (Day 5)
___ [redacted] - School Culture (Day 2)
___ [redacted] - Making the Case for School Improvement (Day 1)
___ [redacted] - Educational Trends and School Improvement (Day 4)
___ [redacted] - Getting Ready for School Improvement (Day 2)
___ [redacted] - Research on S I P: Case in Point (Day 6)
___ [redacted] - Understanding and Motivating Teachers (Day 1)

2.2 Why were these educationally significant for you?

3. Rate each of the following in terms of its <u>educational value to you</u>. Check one option only -- EV=Extremely Valuable; V=Valuable; SV=Somewhat Valuable; NV=Of no value

3.1 Informal conversations over lunch/coffee with people known to you.	EV	V	SV	NV
3.2 Plenary sessions in general.	EV	V	SV	NV
3.3 Home group sessions in general.	EV	V	SV	NV
3.4 Reports on daily evaluations.	EV	V	SV	NV
3.5 Informal conversations over lunch/coffee with people unknown to you.	EV	V	SV	NV
3.6 Audio-visual aids.	EV	V	SV	NV
3.7 Materials handed out in general.	EV	V	SV	NV
3.8 Activities during plenary sessions	EV	V	SV	NV
3.9 Personal involvement or contribution (e.g., presentation made in Home Group).	EV	V	SV	NV
3.10 Readings in general.	EV	V	SV	NV
3.11 Spacing of sessions over the term.	EV	V	SV	NV

4. Please list additional comments, suggestions for improvement, etc. below.

THANK YOU VERY MUCH!